

Sex & Relationships Education (SRE) Policy

Based on model policy from Jigsaw PSHE Ltd



Introduction:

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE (Personal, Social & Health & Education) curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This Jigsaw PSHE policy is informed by existing DfE guidance on **Sex and Relationships Education** (Sex and Relationship Education Guidance, July 2000), **preventing and tackling bullying** (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), **Drug and Alcohol Education** (DfE and ACPO drug advice for schools: Advice for local authorities, Headteachers, school staff and governing bodies, September 2012), **safeguarding** (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and **equality** (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<http://www.education.gov.uk/aboutdfe/statutory/g00214676/sex-and-relationships-education-guidance>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Aim of the Jigsaw PSHE policy:

To provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. Pupils reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

Pupils learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Objectives/Pupil learning intentions:

Jigsaw PSHE will support the development of the skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

Jigsaw Content:

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows:

Term	Puzzle name	Content
Autumn 1:	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
Summer 2:	Changing Me	Includes Sex and Relationship Education in the context of looking at change

Definition of Sex and Relationships Education (SRE):

‘SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings’ (Sex Education Forum, 1999).

Effective SRE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

Current SRE requirements:

Maintained primary and secondary schools are legally obliged to have an up-to-date SRE policy that describes the content and organisation of SRE taught outside science in the National Curriculum. The policy should be made available to parents on request. It is the school governors’ responsibility to ensure that the policy is developed and implemented.

Compulsory aspects of SRE:

The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools. In maintained secondary schools it is also compulsory for pupils to have sex education that includes HIV and AIDS and other sexually transmitted infections. All state-funded schools must have ‘due regard’ to the Secretary of State’s guidance on SRE (DfE, 2000). This states that:

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16)

The Learning and Skills Act (2000) and the model funding agreements for academies and free schools require that state-funded schools ensure that within sex education children ‘learn the nature of marriage and its importance for family life and the bringing up of children’, and ‘are protected from teaching and materials which are inappropriate’. The guidance includes some specific information about meeting the needs of young people, whatever their sexuality, including boys and girls and those with special educational needs. It also has advice about addressing specific issues in SRE such as menstruation, contraception, safer sex and abortion.

SRE and statutory duties in school:

SRE plays a very important part in fulfilling the statutory duties all schools have to meet. SRE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Updated government safeguarding guidance is now available (Keeping Children Safe in Education, 2014a) and includes a section about being alert to signs that young girls may be at risk of female genital mutilation (FGM). School summer holiday especially during the transition from primary to secondary schools is thought to be a key risk time for FGM. See also the government Multi-agency practice guidelines: Female Genital Mutilation (2014) which includes a section for schools.

Equalities:

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive SRE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and

promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

Jigsaw SRE Content:

The grid below shows specific SRE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private tell you what I like/don't like about being a boy/girl
3	Piece 1 How Babies Grow	understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby express how I feel when I see babies or baby animals
	Piece 2 Babies	understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow express how I might feel if I had a new baby in my family
	Piece 3 Outside Body Changes	understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby understand that having a baby is a personal choice and express how I feel about having children when I am an adult
	Piece 3 Girls and Puberty	describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

		know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5	Piece 2 Puberty for Girls	explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys and Girls	describe how boys' and girls' bodies change during puberty express how I feel about the changes that will happen to me during puberty
	Piece 4 Conception	understand that sexual intercourse can lead to conception and that is how babies are usually made understand that sometimes people need IVF to help them have a baby appreciate how amazing it is that human bodies can reproduce in these ways
6	Piece 2 Puberty	explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally express how I feel about the changes that will happen to me during puberty
	Piece 3 Girl Talk/Boy Talk	ask the questions I need answered about changes during puberty reflect on how I feel about asking the questions and about the answers I receive
	Piece 4 Babies – Conception to Birth	describe how a baby develops from conception through the nine months of pregnancy, and how it is born recognise how I feel when I reflect on the development and birth of a baby
	Piece 5 Attraction	understand how being physically attracted to someone changes the nature of the relationship express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this

Withdrawal from SRE lessons:

Parents/carers have the right to withdraw their children from all or part of the SRE provided at school except for those parts included in statutory National Curriculum Science. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or SRE Co-ordinator who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn they cannot take part in the SRE programme until the request for withdrawal has been removed. Materials are available to parents/carers who wish to supplement the school SRE programme or who wish to deliver SRE to their children at home.

Working with parents and carers:

The government guidance on SRE (DfE 2000) emphasises the importance of schools working in partnership with parents and carers. Under current legislation schools should enable parents to exercise their right to withdraw their children (until the age of 19) from any school SRE taught outside National Curriculum Science (Education Act 1996). This applies to maintained primary and secondary schools and includes pupils attending a sixth form that is part of a school. It does not apply to sixth form colleges and further education colleges. Parents have a legal right to see the

school SRE policy and to be given a copy of it (Education Act 1996). Parents should also be aware that schools are legally required to provide a broad and balanced curriculum. Sex and relationships topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Drug and Alcohol Education:

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Moral and Values Framework:

The Drug and Alcohol Education programme at our school reflects the school ethos and demonstrates and encourages the following values. For example:

- Respect for self
- Respect for others
- Responsibility for their own actions
- Responsibility for their family, friends, schools and wider community

Jigsaw Drug and Alcohol Education Content:

The grid below shows specific Drug and Alcohol Education learning intentions for each year group in the 'Healthy Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
2	Piece 3 Medicine Safety	understand how medicines work in my body and how important it is to use them safely feel positive about caring for my body and keeping it healthy
3	Piece 3 What Do I Know About Drugs?	tell you my knowledge and attitude towards drugs identify how I feel towards drugs
4	Piece 3 Smoking	understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
	Piece 4 Alcohol	understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others

5	Piece 1 Smoking	know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart make an informed decision about whether or not I choose to smoke and know how to resist pressure
	Piece 2 Alcohol	know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure
6	Piece 2 Drugs	know about different types of drugs and their uses and their effects on the body particularly the liver and heart be motivated to find ways to be happy and cope with life's situations without using drugs
	Piece 3 Alcohol	evaluate when alcohol is being used responsibly, anti-socially or being misused tell you how I feel about using alcohol when I am older and my reasons for this

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike.

There are six Puzzles in Jigsaw that are designed to progress in sequence from September to July. Each Puzzle has six Pieces (lessons) which work towards an 'end product', for example, The School Learning Charter or The Garden of Dreams and Goals.

Each Piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Every Piece contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group.

Differentiation/SEN:

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece to meet the needs of the children in their classes. To support this differentiation, many Pieces suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in their classes with special educational needs, each Puzzle includes a P-level grid with suggested activities for children working at each of those levels.

Safeguarding:

Teachers are aware that sometimes disclosures may be made during these sessions; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the circle closes. It is important to allow the time and appropriate staffing for this to happen. If disclosures occur, the school's safeguarding and child protection policy will be followed.

Teaching Sensitive and Controversial Issues:

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Answering Difficult Questions and Sensitive Issues:

Staff members are aware that views around SRE and Drug and Alcohol Education-related issues are varied. However, while personal views are respected, all SRE and Drug and Alcohol Education issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal SRE and Drug and Alcohol Education arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Coordinator if they are concerned.

Hanham Primary Federation believes that SRE and Drug and Alcohol Education should meet the needs of all pupils, answer appropriate questions and offer support. Pieces that cover SRE provision should be taught regardless of children's developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Homophobic bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Confidentiality and Child Protection Issues:

As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the named Child Protection Lead who takes action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.